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ABSTRACT

This educational and architectural masterplan prepared for an architectural firm was a major component of the educational reform plan of a remote school system enrolling approximately 3,300 students on the Navajo Reservation in northeastern Arizona. The study found the chronic underfunding of P.L. 81-815, Federal Impact Aid for Indian reservation-located public schools, had resulted in unsafe, inadequate, and overcrowded facilities, high staff turnover, and student standardized test median scores among the very lowest in the state. The report drew information from staff interviews, facilities tours, school documents, and questionnaires to all school employees to evaluate physical facilities, staffing, curriculum, and special programs of the four elementary, one junior, and one senior high schools. The schools were found to be disadvantaged in all areas: physical facilities were badly in need of repair, replacement, and expansion; teaching and administrative staff were demoralized and needed stable leadership, community support, and professional development opportunities; curriculum in the high school needed immediate evaluation and revision; all schools needed bicultural bilingual augmentation. The special education program was found to be satisfactory. Recommendations were made for improvement in all areas with special emphasis given to the high school. Tables and figures illustrate the text. (LFL)

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CHINLE EDUCATIONAL PLANNING

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RC015519

Richard F. Tonigan & Associates, Ltd.
Albuquerque, New Mexico

EDUCATIONAL PLANNING INFORMATION

FOR THE

CHINLE UNIFIED SCHOOL DISTRICT No. 24

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June 1985

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SECTION 1

DISTRICT INFORMATION

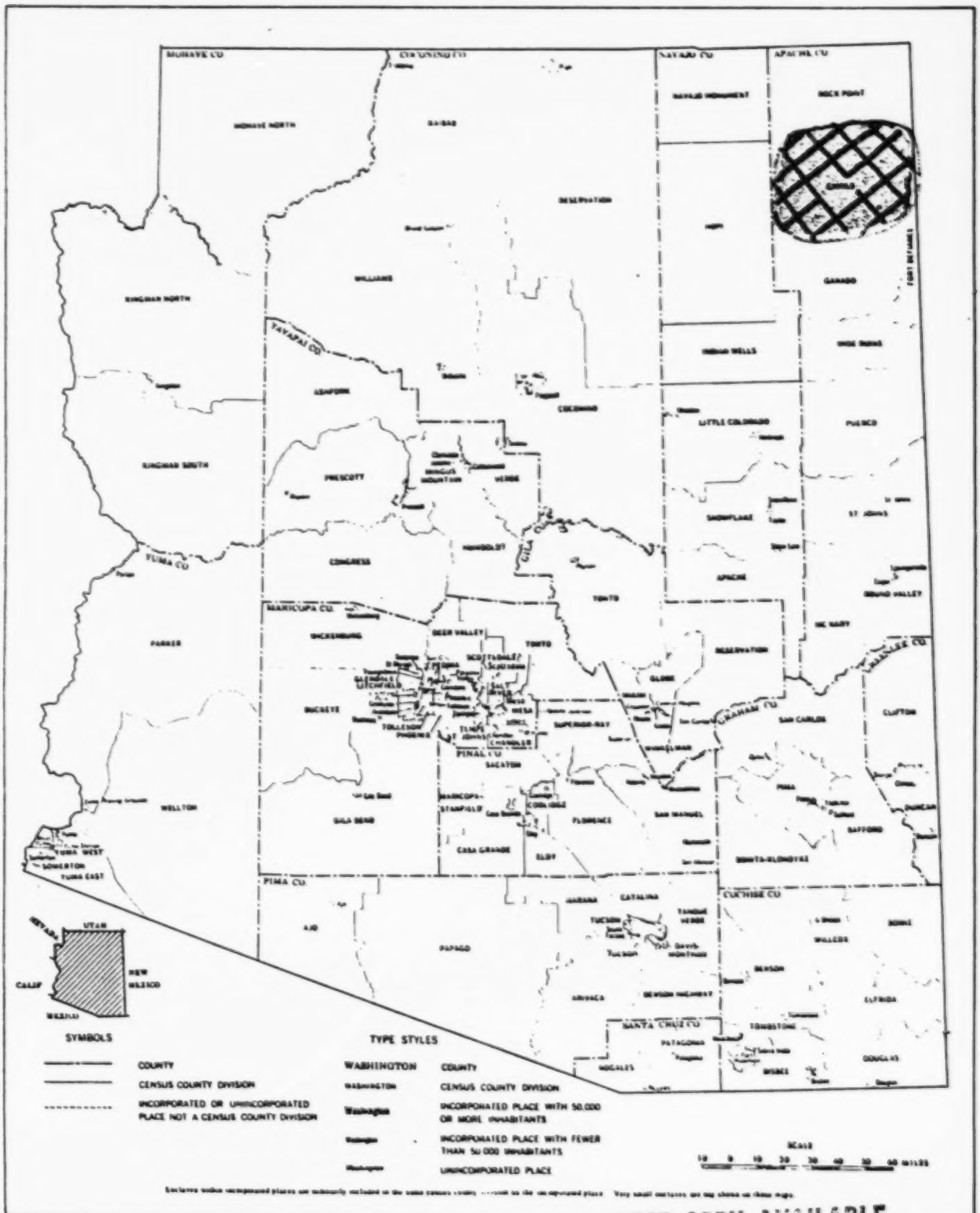
DISTRICT INFORMATION

BACKGROUND

Chinle Unified School District No. 24 is located in the upper, central portion of Arizona's Apache County, the most northeastern county in Arizona (see Figure 1). It is a public school district and was organized in its present structure in the 1950's after Section 13 was added to P.L. 874 and P.L. 815, providing Federal Impact Aid operational and capital outlay funds for Indian reservation-located public schools. The Impact Aid assurances given by the Federal government and guidance provided by the Bureau of Indian Affairs motivated Native American groups to depart from the practice of sending their children to Bureau of Indian Affairs (BIA) managed schools and to create their own community-operated public school districts; unfortunately, being located on reservation land, these new Indian-controlled public school districts have virtually no tax base (the only private property generally being that owned by oil, natural gas, and electrical transmission line companies, whose lines pass across the land of these districts). Chinle is one such district, having an assessed valuation of only $1,468 per pupil; this is about five percent of the tax base that is needed to support a reasonable public school capital outlay program for Chinle.

Since 1975, P.L. 815 has been under funded, and in more recent years, the U.S. Congress has almost eliminated funding it at all, resulting in reservation-located public school plants like Chinle now being obsolete, unsafe, inadequately sized, and in very bad condition. Fortunately, Congress has continued to fund P.L. 874 (operating funds), and some Indian-populated states have started funding a small part of the capital outlay needs and a more substantial portion of the operating fund needs of public school districts located on Indian reservations (AZ and NM included).

County Subdivisions/Census County Divisions and Places



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The Chinle District is a very large, remotely located school system; it contains only four paved roads and about 50 times as much dirt road as paved road mileage. Its 84 school buses travel approximately 500,000 miles per year, transporting children to and from school. The District must operate a sizable housing project to accommodate its 350 professional employees, since no other housing is available. Severe winter conditions, difficulties with buying or building private housing on the reservation, bad road conditions, and the high cost of purchasing regularly needed commodities (gasoline, heating fuel, food, etc.) on the reservation all lead to high rates of personnel turnover and abnormally high operating and construction costs. As a direct result of these problems, pupil self-respect and student performance are very low.

The situation in Chinle is critical. Unacceptable conditions prevail, e.g., the high school has had 12 principals in the last 11 years (three in the last year); facilities are unsafe, unhealthy, educationally ineffective, seriously overloaded, and very costly to operate; and student standardized test median scores are among the very lowest in the state, with only the students of other similarly plagued Indian districts achieving as low as Chinle.

The Board of Education, recognizing how serious the situation has become, has initiated action to resolve the situation. A competent administration has been employed. A formal facilities improvement program has been put in place. Curricular reform is in progress; more Navajo teachers and administrators are being employed. Teacherage (housing for teachers) improvements have been started. Community involvement is being promoted. This combined educational and architectural master plan is a major component of the District's educational reform plan.

EDUCATIONAL PHILOSOPHY

The educational philosophy of the Chinle Unified School District states:

> The Board believes that every person has the right to an education and that this education should take account of each person's individual uniqueness and cultural heritage. An individual's education should enhance his dignity, self-image, and sense of personal worth.
>
> Education should transmit the cultural and social heritage, develop problem solving competence, bring about the ability to communicate accurately and intelligently, and create and develop appreciation for other individuals, societies, cultures and populations.
>
> Education should promote social, economic, physical and intellectual growth, and psychological security and satisfaction.
>
> The Board further believes that education should provide the individual with academic, technical, vocational and societal skills to assume a useful and active role in family, society, the nation and the world.
>
> District Policy Manual

INSTRUCTIONAL POLICY

The incorporation of this philosophy in the school system's ongoing educational program is further elaborated in the Policy Manual's statement concerning the Basic Instructional Program:

> The curriculum of the district will encompass all the learning experiences planned, guided, and sponsored to meet the needs, the abilities, the interests, and the emerging self-image of each pupil. The curriculum will be broad in scope and provide for a wide range in rate, readiness, and potential for learning through a balanced instructional program.
>
> The Board is committed to the importance of reading skill development as the basic element in each pupil's education. The Board also believes that the improvement of specific reading skills of children should be continuous throughout their elementary education. Therefore, the first priority of the elementary instructional program will be proficiency in reading through a planned sequence of reading skills and language experiences beginning in the kindergarten program.
>
> The second priority of the instructional program will be mastery of the fundamentals of the content of mathematics--number operations, informal algebraic and geometric concepts, and the structure of our number system--beginning in the kindergarten program.

The instructional program also will provide a planned sequence in language arts--spelling, handwriting, English grammar, composition, and literature. There will be a planned sequence in the social studies--history, geography, civics, economics, world cultures, anthropology, political science, and the other social science disciplines; a planned sequence of science experiences; a planned sequence of fine and practical arts experiences--art education, vocal and instrumental music, home economics, industrial arts, typing; a planned sequence of health education and safety; and a planned program of physical education. Instructional programs will be provided in a special English program for children who have a language other than English as their primary language. Planned program adaptations will also be made available for exceptional children. The planned program shall also include library instruction, bilingual and multicultural education, individual study, guidance, and other appropriate instructional activities, and all instruction required under state law and state board of education regulations.

The ultimate aim of the instructional program will be the development of proficiency in each pupil's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep health, enjoy aesthetic experiences, and develop interest in, or start career development.

District Policy Manual

DEMOGRAPHICS

Reliable demographic data are difficult to secure for school districts located on the Navajo Reservation. The Tribe and its communities frequently state that U.S. Census counts are poorly conducted. These counts, however, are the only pertinent longitudinal data available. Use of the data is further complicated by the fact that the 1980 U.S. Census was the first to report data on a school district basis. Data used from early censuses must be extrapolated from county or census tract reports, adding the likelihood of introducing additional data errors.

Despite these data-related problems, some useful, fairly meaningful references for Chinle have been developed from the 1960, 1970, and 1980 U.S. Census reports:

1. The population of Chinle Unified School District was reported to be 22,122 and the median age of residents was 19.1 years in 1980. Since about 25% of the Chinle student body left Chinle when the new Red Mesa Public School District was created in 1982-83, Chinle lost about 25% of its total population, or about 5,500 people, to Red Mesa, leaving the Chinle District with a remaining population of about 16,600 people. The number of females slightly outnumbered males.
2. The number of youths of each age five through 19 increased about 10% per year in 1975 and remained at that level through 1980 (from about 555 to about 605 youths); 25% of these now attend school in Red Mesa leaving about 455 to enter Chinle schools each year. Actual enrollment records for the years 1983-85 reveal that only about 300 of these 455 enroll in the Chinle public schools; about 150 enroll elsewhere. They may have enrolled at RRDS, Rock Point, church-sponsored schools, BIA schools at Many Farms or Round Rock, went to school in other geographical locations, or not gone to any school. (The 1980 U.S. Census reports that 910, or about one in every five to six Chinle students, was enrolled in a nonpublic school in 1980.)
3. In 1980, nine out of ten residential units were rurally located with six out of ten having no indoor bathrooms or at the most a half-bathroom. Only one of five had a telephone.
4. One out of five residents lived in a different house in 1980 than they did in 1975.
5. Only 9.4% of the children entered school speaking English only; the other 92.3% spoke Navajo or both Navajo and English.
6. The educational attainment level of Chinle residents is quite low and the Indian educational attainment level is quite similar to the Anglo level for all age groups except college graduates where it is much lower.

7. The total Navajo population is growing rapidly, partially as a result of more Navajos returning to the reservation and partially due to high level population growth (about 3%/yr.).
8. The number of people living in the Chinle District increased about 25% between 1960 and 1970 and over 60% between 1970 and 1980.

DISTRICT FINANCES

Operational Revenues and Expenditure Summaries

Chinle secures its revenues from the same source as most reservation located public school districts, and like other Arizona public school districts it must start and end the year with large cash balances which can be used as cash flow the first few months of each new fiscal year.

The District's revenue estimates for 1984-85 were updated May 23, 1985, as follows:

Carryover Cash Balance from previous year	$ 7,424,933
P.L. 81-874 (Impact Aid)	5,093,433
Tuition	176,455
Basic and County Equalization Assistance	7,937,702
Property Taxes	19,937
Other-Misc.	43,953
Interest	350,000
Total	$21,046,413

Of this total amount $14,978,968 is expected to be spent during 1984-85, and $6,067,445 will be cash balances carried forward into 1985-86.

CAPITAL OUTLAY FUNDS*

The Chinle Unified School District No. 24 has (or will have) available to apply toward paying for the capital outlay projects recommended in this Masterplanning Report, and subsequently approved by the Board of Education and/or the U.S. Department of Education, the following monies:

A.	District and State Funds	
	1. From previous bond sales	$1,100,000
	2. From 1985-86 Budget Override funds	500,000**
	3. From the State of Arizona 1985-86 New School Finance Formula	400,000
	Subtotal "A"	$2,000,000
B.	Federal Public Law 81-815 Funds (being held on reserve by the U.S. Department of Education)	$3,011,452
	Total	$5,011,452

EXCELLENCE IN EDUCATION PROGRAM

Recognizing an urgent need to find solutions to the critical problems facing the Chinle District, the School Board and its administration are now forging ahead in mutual concert to implement a five-point endeavor. First, they are broadening and intensifying community involvement in the school system; for example, the location of board meetings is being circulated

*As this Masterplanning Report was being prepared, the Chinle District was taking bids on a new primary school; the District will use estimated year-end reserves of up to $4,323,711.60 to pay for this elementary plant.

**These funds must be expended in the 1985-86 school year; equipment, paving and other capital outlay items will be purchased with these funds.

throughout the District's communities, a greater variety of media are utilized to communicate with the public, and citizens are being encouraged to attend school programs and activities. A second effort is being extended to improve and replace school facilities; for example, faculty and lay citizens input has been solicited, this masterplan is being developed by experienced educational and architectural consultants, initial steps have been taken to eliminate double shifts in the Chinle Elementary school plant and representatives are being alerted to the gravity of the District's facilities problems.

The failure of students to academically achieve satisfactorily is the District's most significant problem. The solution to this problem is complex, but resolvable--the students of other nearby districts are achieving at higher rates, and so can Chinle's. The means include a well-functioning school board, a stable administration, lower teacher turnover, trained educators and staff, an adequately developed curriculum, adequate facilities, and motivated children. Programs which address these means are now being put in place.

A professional development program has not yet been designed, but efforts to work with higher education institutions are gaining pace. Within the year, the Chinle District expects to have a formal, comprehensive school board, educator, and educational aide long-term training program in operation. The Superintendent is encouraging the design of a professional development in-service training program which is concerned with such topics as classroom management, instructional strategies, student discipline, study skills, Navajo language and Navajo culture.

The fifth point being attacked by the ongoing Excellence in Education Program is redefinition and articulation of the school district's curriculum. The administration and teacher committees are hard at work to accomplish this change. More Navajo teachers and administrators are being employed. A more

intense bilingual and bicultural program is being adopted. Greater emphasis is being placed on basic reading, writing, language, math, science and health; survival skills increasingly are being taught. The goal of the overall effort is to raise test and performance scores closer to the state's medium. A major objective is the development of an instructional management system which contains an individual educational plan with grade-by-grade learning objectives for every student enrolled in the District. Chinle already has a very successful vocational program, but it needs expansion and the School Board and the Administration are fully cognizant of the need to institute computer, word processing and other business education subjects. The professional development program should result in the faculty and administration attaining a more suitable ethnic mix, a faculty better qualified to assist with the identification of each school's highest priorities, and the implementation of a special education program which is suitably integrated with the central instructional program.

PLANNING PROCESS

Faculty, Staff and and Administrative Input

Four methods were utilized to secure planning assistance from the employees of the Chinle Unified School District. Each of these methods and the primary inputs secured from each are discussed in this section of the report. The four methods were:

1. Interviews
2. Observations
3. Document analysis
4. Questionnaires

Interviews were conducted with the management-level employees holding the following positions:

A. Central Office Administrators

1. Superintendent of Schools (Raymond Aguilera)
2. Assistant Superintendent (Dr. Joseph Martin)
3. Assistant Superintendent (Dr. Hannelore Stumpf)
4. Business Manager (Tommy Arviso)
5. Vocational Education Director (Katy Powell)
6. Athletic Director (Janice Reed)
7. Registrar (Genevieve Notah)
8. Personnel Director (Ruth Bitsui)
9. Curriculum Director (Hallie McCord)

B. School Principals

1. Chinle High School (Dougald McIntyre)
2. Chinle Junior High School (Robert Warren)
3. Chinle Elementary School (Kenneth Baron)
4. Chinle Primary School (Marjorie W. Thomas)
5. Many Farms Elementary School (Oscar Tso)
6. Tsaile Elementary (and Jr. High) School (Troy V. Stark)

In addition to interviewing the above-listed school employees, the Educational Consultant's staff toured major portions of their facilities with them, making first-hand observations of the facilities and programs. The staff also acquired school documents from them. Many other school employees, i.e., almost all the teachers employed in the district, were provided with similar opportunities to impact upon the Educational Consultant's knowledge and reactions to the school program and facilities of Chinle. These interview and observation sessions developed extensive data information.

The third input strategy involved examining many school system related documents including building floor plans, curriculum guides and reports, registrar records, budgets, school board minutes, a previous facilities report, Arizona State Department of Education (SDE) standardized test scores reports, SDE Basic Skills guides, the SDE graduation requirements, the North Central Association and SDE accreditation guides and reports, teacher and student handbooks and other similar types of school system-produced documents. All of these publication materials were examined to gain insight into the problems, visions, goals, philosophy, action, etc., of the District, which might relate to the development of the educational portions of the School District Master Plan.

A questionnaire was made available to all school employees as the fourth step in the input process. The responses included on the returned and completed questionnaires were compiled by the Educational Consultant. In general, the results confirmed, or further emphasized, what had been learned through the other, previously discussed, input strategies, but some new suggestions and evaluations also were presented.

The planning and evaluation input received from the employees of the school district have been summarized in a series of informal papers prepared by the Educational Consultant's staff. The contents of these draft documents have been utilized extensively in preparing this report for the Architects and will be utilized again and more extensively during the development of the educational specification for new Chinle schools.

COMMUNITY INPUT

To date, the formal input of the citizens of the Chinle Unified School District has been expressed through the elected members of the School Board and by individuals who have stated their concerns to school employees and the

School Board. As this project proceeds to the planning of component programs and facilities, it will be desirable to have formal procedures (for example, advisory groups, public hearings or educational/architectural planning charrettes) to secure additional input from students and the District's citizenry.

ENROLLMENT HISTORY AND PROJECTIONS

Factors Affecting Estimates

Normally, it would be advisable to utilize a 5- or 10-year enrollment history of a school district as the basis for projecting future enrollments; it is not prudent to do so in the case of the Chinle Unified School District No. 24 because a major shift in the size of attendance area occurred in 1982-83. At that time the northern part of the area was separated from the Chinle District and designated as a new Red Mesa Public School District. This change reduced student enrollment in the Chinle District by about 25%.

The 1983-85 two-year period, therefore, serves as the base period for enrollment projectioning. It is not, however, the only information which was utilized since there are other potential developments which might influence public school enrollment in the Chinle District.

Several enrollment-related questions which surfaced during this master planning study will need to be addressed as planning continues. Each of these is briefly discussed below.

The first relates to the extent to which Chinle should continue to accept BIA high school students from the Many Farms High School. Some 25 students are currently transported by BIA to Chinle whose high school offers a broader range of vocational courses. This adds students to the Chinle District's enrollment.

The second relates to which grades should be included in the future at the Tsaile school site; only grades K-8 are now offered. Some people would like to see K-12 offered, others only K-6; and some of these folks would like to see Tsaile (perhaps with nearby Lukachukai) create a new K-12 public school district. This would reduce the number of students enrolled in the Chinle District by several hundred students.

The third item relates to the Nazlini area. This Chapter is located on the southern edge of the Chinle District and is located only 15 miles from Ganado but 30 miles from Chinle. Further, a good paved road connects Nazlini to Ganado, but only dirt roads connect it directly to Chinle. Somewhere between 10-50 Nazlini students might decide to attend Ganado instead of Chinle.

The fourth enrollment question hinges on decisions to be made by the Bureau of Indian Affairs, since the bureau is proposing to establish attendance boundary lines for all reservation school systems. This action could remove about 300 students from the Chinle District, placing them within the boundaries of other adjacent school systems. Whether or not this rather sweeping move will become a reality seems quite unlikely to the Consultants.

Another matter which needs consideration is the fact that all five of the Chinle school plants are located in growing population centers. As these locations continue to receive more community services and more business and commerce operations, they will continue to attract as residents, more rural, remote-living Navajos, as well as more of the off-reservation-living Navajos. These rural to urban and off-reservation to on-reservation shifts will likely cause an enrollment increase to take place during the next few decades. The increase will occur at all grade levels because these developments will be attractive to residents of all ages.

Two sets of historical enrollment figures were examined (see Table 1). The first, the 40-Day Count, revealed how many children were attending school

TABLE 1

HISTORICAL ENROLLMENT DATA FOR 1983-85

	1983-84		1984-85	
Grade	40-Day Count	End Of The Year Count	40-Day Count	End Of The Year Count
K	273	299	264	285
1	295	326	300	321
2	278	310	298	311
3	242	261	243	264
4	214	229	224	234
5	266	283	187	205
6	221	243	228	255
7	278	303	246	253
8	282	309	259	274
9	316	358	336	358
10	222	251	230	252
11	150	173	163	179
12	179	194	171	178
Total	3216	3539	3149	3369

in the system during the last part of each October, and the second, the End-Of-The-Year Count, provided the total number of children who were enrolled in the school system during the course of each school year. The 40-Day Count was lower in both years for all grades K through 12.

It should also be noted that 1984-85 figures are quite often lower than those of 1983-84. This does not reflect a reduction in the number of school-age children living in the Chinle District, rather it reflects dissatisfaction with some portion(s) of the educational system. Since Navajos, particularly those who live in the Chinle District, have several options for attending school elsewhere, they often do so when they feel their local school is less satisfactory than another not too distant school.

All of the above factors naturally complicate the process and accuracy of making enrollment projections, normal cohort survival or similar projecting systems cannot be used in Chinle. Realistically, therefore, the Consultant has developed a low and high projection which relies on the firm's knowledge of what is happening in this and the surrounding school districts (the firm has or is working in four of five of them), plus the factors listed above which pertain specifically to Chinle. Both projections assume that the Tsaile school will stay in a similar grade level pattern to its present K-8 arrangement, and that the Navajo Reservation and the Navajo population will continue to grow at its current approximate 2.5 to 3.0% per year rate.

LOW ENROLLMENT PROJECTION

The two step process used to make the low enrollment projection is displayed in Tables 2 and 3. The first step (Table 2) develops a hypothetical 1985-86 enrollment as the base year to be used in developing the low enrollment projection. This "worst-case" scenario shows the Chinle District losing enrollment from Nazlini to Ganado, from perimeter areas to Round Rock,

TABLE 2

LOW ENROLLMENT PROJECTION: STEP 1

(Col.1)	(2)	(3)	(4)	(5)	(6)	(7)
Grade	Fall 1983-84	Nazlini Attends Ganado	BIA Sets Attendance Boundaries	BIA Many Farms H.S.	Student Population Growth*	Projected Fall 1985-86 40-Day Count**
K	273	-3	-20		+11	261
1	295	-3	-20		+12	284
2	278	-3	-20		+11	266
3	242	-3	-19		+10	230
4	214	-3	-18		+ 9	202
5	266	-3	-17		+11	257
6	221	-2	-16		+ 9	212
7	278	-2	-15		+11	272
8	282	-2	-14		+11	277
9	316	-2	-13	-7	+13	307
10	222	-2	-12	-6	+ 9	211
11	150	-2	-11	-6	+ 6	138
12	179	-2	-11	-6	+ 7	168
Total	3216	-32	-206	-25	+130	3085

* Computed at 4% of Column 2.
** Computed by adding Columns 2, 3, 4, 5, and 6.

TABLE 3

LOW ENROLLMENT PROJECTION: STEP 2
(With 4% Annual Growth)

	School Year; 40-Day Count					
Grade	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
K	261	271	282	293	305	317
1	284	295	307	319	332	345
2	266	277	288	300	312	324
3	230	239	249	259	269	280
4	202	210	218	227	236	245
5	257	267	278	289	301	313
6	212	220	229	238	248	258
7	272	283	294	306	318	331
8	227	288	300	312	324	337
9	307	319	332	245	359	373
10	211	219	228	237	246	256
11	138	143	149	155	161	171
12	168	175	182	191	199	207
Total	3085	3206	3336	3471	3610	3757

Rock Point, Red Mesa, Rough Rock, etc., and from the Many Farms BIA High School. It also shows student population growth averaging 2% for school years 1984-85 and 1985-86. This worst-case scenario assumes that enrollment growth will be very slow until the school district demonstrates further operational improvement.

The second step (Table 3) in developing this low enrollment projection assumes a 4% growth per year after starting in 1986-87 and continuing at the same rate for five years.

HIGH ENROLLMENT PROJECTION

The high enrollment projection scenario assumes that the steps being taken by the school district to improve conditions will result in reduced transfer-out and drop-out students and that with natural growth the 1985-86 end of the year enrollment count will equal th 1983-84. It also assumes that Nazlini youth will continue to attend school at Chinle, that the BIA will not establish school attendance boundaries, that the Many Farms BIA High School will continue to send vocational students to Chinle and that much improved conditions in the Chinle school system will combine with continued population growth in Chinle to increase student enrollment at a 6% per year rate for five years. (See Table 4.)

This enrollment projection clearly indicates that the Chinle District should master plan for either four elementary schools having capacities of 600 students or five having capacities of 475. The former would be more economical to build and operate and the latter would provide a better, small school social environment. Either could be good educational environments.

The projection also means that the District should plan to have one junior high with a capacity of 750 students (minus whatever number of students are to

TABLE 4

HIGH ENROLLMENT PROJECTION
(With 6% Anual Growth)

	School Year; End of The Year Count					
Grade	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
K	299	217	336	356	377	400
1	326	346	367	389	412	437
2	310	339	359	381	404	428
3	261	277	394	418	443	470
4	229	243	258	281	295	313
5	283	300	318	337	357	378
6	243	258	273	289	306	324
7	303	321	339	359	380	403
8	309	228	242	257	272	288
9	358	379	402	426	452	479
10	251	266	282	299	317	336
11	173	183	194	206	218	331
12	194	206	308	326	346	367
Total	3539	3663	4072	4324	4579	4954

be housed in the Tsaile Elementary School). Further, a high school will be needed which houses 1,150 students (a capacity which is somewhat of an increase above the 967 students presently agreed to by the Department of Education for P.L. 815 high school funding).

FINAL ENROLLMENT PROJECTION

The final projection is a compromise which is a little less than halfway between the two extremes, low and high, projections and is shown in Figure 2 and Table 5. The Educational Consultant believes that the school district should plan its schools for the grade-by-grade enrollments shown in Column 7 of Table 5 or:

	No. of Students
1. For elementary grades	
a) K-3	1,431
b) 4-6	912
2. For junior high grades 7-8	742
3. For high school grades 9-12	1,151
Total	4,236

FIGURE 2

ENROLLMENT PROJECTION - LOW TO HIGH RANGE

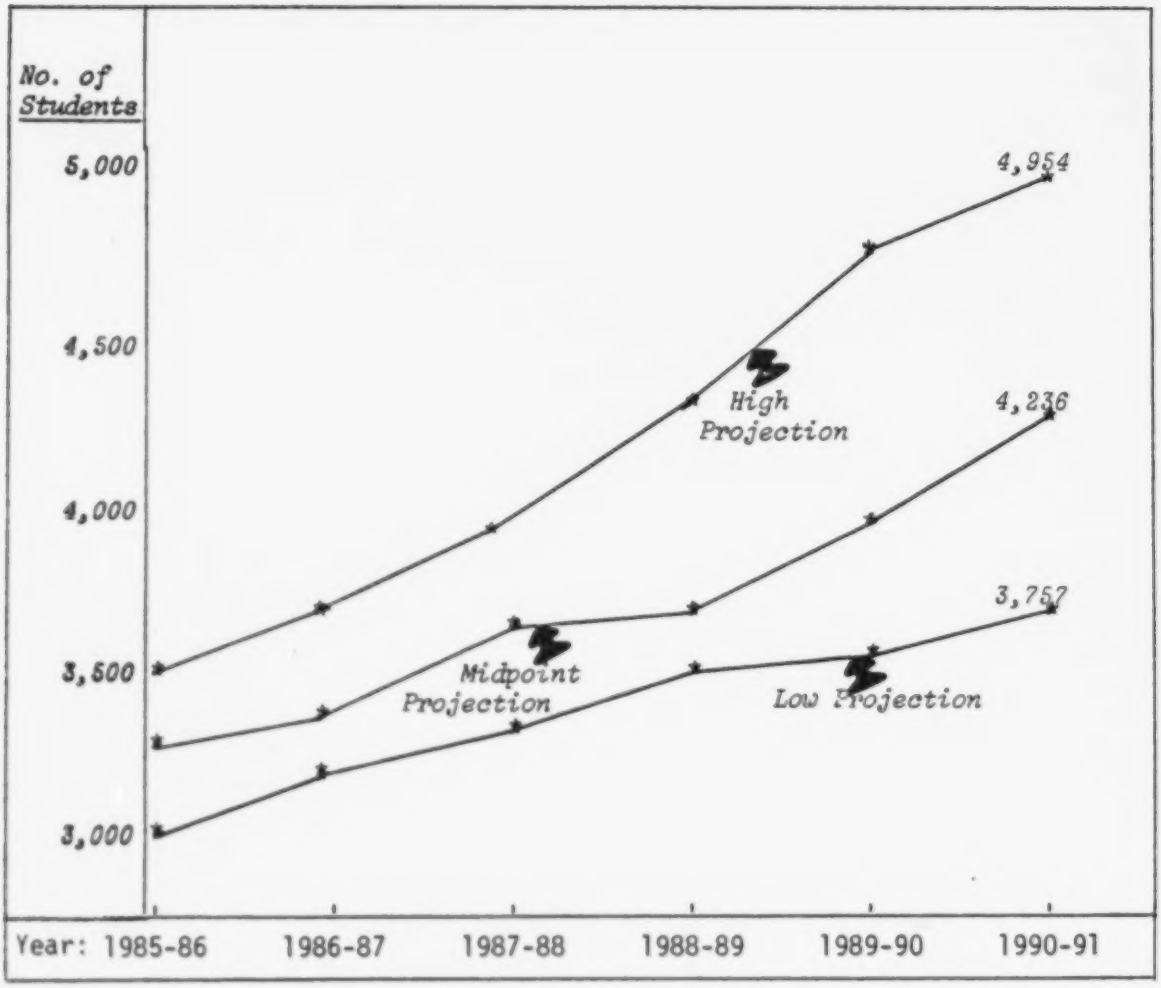

TABLE 5

FINAL ENROLLMENT PROJECTION
(With 5% Anual Growth)

(Col. 1)	(2)	(3)	(4)	(5)	(6)	(7)
		School Year; 40-Day Count				
Grade	1985-86*	1986-87	1987-88	1988-89	1989-90	1990-91
K	280	294	309	324	340	357
1	305	320	336	353	371	390
2	288	302	317	333	352	370
3	246	258	271	285	299	314
4	216	227	238	250	263	276
5	270	284	298	313	329	345
6	228	239	251	264	277	291
7	288	302	317	333	350	368
8	293	308	323	339	356	374
9	333	350	368	386	405	425
10	231	243	255	268	281	295
11	156	164	172	181	191	201
12	181	190	199	209	219	230
Total	3315	3481	3654	3838	4033	4236

* The figures found in this column are midpoint between those found in Column 2 of Tables 3 and 4.

SECTION 2

EFFECTIVENESS OF INSTRUCTIONAL FACILITIES

EFFECTIVENESS OF INSTRUCTIONAL FACILITIES

The District's instructional facilities were examined in an attempt to determine how well they supported the instructional program. Every instructional room in all five school plants was examined by one to four educationalists. Each instructional area was rated individually, and then plants were rated in total.

Facility features considered by the educationalists included:

A. Building Features
   1. Accessibility
   2. Physical condition
   3. Fenestration
   4. Appearance
   5. Acoustics
   6. Lighting
   7. Adequacy of utility services
   8. Adequacy of mechanical services
   9. Adequacy of communication systems

B. Functional Features
   1. Space adequacy
   2. Distribution of related spaces
   3. Supervision characteristics
   4. Equipment adequacy
   5. Availability and adequacy of support areas
   6. Space flexibility
   7. Indoor/outdoor relationships

C. Other Features

1. Safety
2. Security
3. Site, size, shape, and topography
4. Site development and improvements

The only plant receiving a "very effective" rating was the Tsaile Elementary School. Two plants were rated "very ineffective," namely the Chinle Elementary School and the Chinle High School plants. The Chinle Junior High School was rated "moderately effective" and the Many Farms Elementary School was rated "barely effective."

Thus, from teaching and learning perspectives, two plants need either replacing or very extensive rehabilitation (the Chinle High School and the Chinle Elementary School), one plant needs some remodeling (Chinle Junior High School), one plant needs extensive remodeling (Many Farms Elementary) and one plant (Tsaile Elementary School) needs no work on the current facilities (unless a decision to expand the plant evolves as enrollment, boundaries, program and other factors are further studied).

All of the five sites need further developments if they are to be fully effective as school sites; several instructionally supportive features could be provided on each site; for example, an outdoor science center, a nature study area, and a small animal or livestock farm.

SECTION 3

SPECIAL EDUCATION

SPECIAL EDUCATION PROGRAM AND FACILITIES

OVERVIEW

The Chinle Unified School District special education department consists of 11 classroom teachers, three aides, four child advocates, one speech therapist, and one occupational therapist, all under the supervision of the district director of special education, who reports directly to the district superintendent. During the two years since the current director of special education was appointed, very clear direction has been established, accompanied by a significant improvement in the provision of services to handicapped students. All procedures and forms comply with state and federal regulations, the single exception being a failure to meet the state-mandated time requirement for the diagnostic process. This compliance problem is not surprising, given the rapid increase in the number of special education referrals during the past year. It would be reasonable to expect this problem to correct itself as soon as the district approaches state and national incidence rates for special education, at which time the referral rate should decrease significantly. More thorough child find efforts through gifted and pre-school screening and teacher inservice have resulted in an increase from 131 students receiving services two years ago to 229 students currently receiving services, with 41 referrals pending. These numbers do not include the 72 gifted students identified this year or the results of a recent pre-school screening. Table 6 shows the number of exceptional students currently served in the Chinle District in each category, the percentage of the total population, and the prevalence estimates provided by the U.S. Office of Education (1975).

Table 6

NO. AND TYPE OF EXCEPTIONAL STUDENTS
CURRENTLY SERVED IN THE CHINLE DISTRIST

Exceptionality	No. Of Students Served In The Chinle District	% Of Students Served In The Chinle District	% Of Students That Should Be Served By USOE Estimate
Learning Disabled	129	4.4	3.0
Speech Handicapped	32	1.1	3.5
Emotionally Handicapped	21	0.71	2.0
Mentally Handicapped	18	0.61	2.3
Multiple Handicapped	10	0.34	---
Physically Handicapped	11	0.37	0.50
Visually Handicapped	2	0.07	0.10
Homebound	6	0.20	---
Totals	229	7.80	NA

Although the total number of exceptional children is close to predicted prevalence based on the U.S. Office of Education estimates (1975), among the exceptionalities there is one major discrepancy. The Chinle Unified School District has identified a higher-than-average number of Learning Disabled students and a lower-than-average number of students in most other categories of exceptionality. District special education personnel may wish to investigate the reason for these discrepancies between their student population and the student population in the rest of the country.

Table 7 illustrates the school sites at which special education students are served, indicating the exceptionalities that are grouped for instruction in each building.

Table 7

SPECIAL EDUCATION SITES

Exceptionality	Tsaile Elem.	Chinle Elem.	Many Farms Elem.	Chinle Junior High	Chinle High
Learning Disabled	24	37	21	22	25
Speech Handicapped	6	15	7	3	1
Emotionally Handicapped	4	4	3	13	0
Trainable Mentally Handicapped	1	0	1	0	2
Multiple Handicapped	0	7	3	0	0
Educable Mentally Handicapped	1	4	0	1	3
Physically Handicapped	4	3	1	0	3
Visually Handicapped	0	0	0	0	2
Totals	41	68	36	27	40

Ten of the 11 programs are designated as resource-room programs; these 10 programs all serve a range of exceptionalities and a range of severity (mild to moderate). Daily amounts of instructional time for resource-room students vary, according to their Individual Education Program (IEP), from less than

one hour daily to all of the school day. Resource-room students may receive the services of the speech or occupational therapist in addition to the services of the resource teacher, if that is indicated by the IEP. The district has hired one speech pathologist and one occupational therapist who travel from school to school testing students who have been referred and providing therapy to those who qualify. Twenty-four students receive occupational therapy districtwide (these students are counted in other categories of handicapping conditions and therefore are not treated as a separate group).

The single exception to the resource-room format is a self-contained program for seriously emotionally disturbed students at the junior high school. A special education teacher and a full-time classroom aide work with 12 students in this setting. In addition to their full-day academic program, these 12 students may receive psychological services from the Indian Health Center when appropriate.

Diagnostic services are contracted from North Western Arizona University. Diagnosticians are state-certified school psychologists. Currently they serve the District two days a week with additional time available as needed. The contracted service includes a thorough assessment of a student's academic and intellectual functioning and a written report documenting whether or not the student qualifies for special education services. It has not, as yet, included an interpretation of the results to the parents or teachers of the student. There is money in next year's budget to pay the school psychologist to be a member of the multidisciplinary team. This should become standard policy since it is the right of the parent to have the tests and the test results explained to them, and no one is more qualified to do this than the person who administered the tests (even if an interpreter is required).

SCHOOL PROGRAM DESCRIPTIONS

Chinle Elementary School (Including Chinle Primary School)

Seven hundred and twenty-nine students in kindergarten through sixth grade attend Chinle Elementary School. Because of extremely crowded conditions (the school is on a double session), two special education classes have been combined into one classroom. The two special education teachers use a team teaching approach with the help of a full-time classroom aide. Students are served in this resource-room program from 30 minutes to three hours each day, with the remainder of their instruction taking place in their regular classes. Special education instruction is provided in the basic academic skill subjects: reading, language arts, and/or arithmetic.

Tsaile Elementary School

Tsaile Elementary School is approximately 30 miles from Chinle and serves a population of 369 students in kindergarten through eighth grade. The recent increase in the number of students qualifying for special education services at Tsaile so overloaded the resource-room program that an additional teacher (a long-term substitute) was hired during the year to assist with special education instruction of these students. The additional teacher is working in the same room with the original resource-room teacher and students. School personnel believe that this classroom may be displaced next school year because of regular program space needs. As at Chinle, the students in the resource room receive a range of instructional time from 30 minutes to most of the day.

Many Farms School

The Many Farms special education program consists of two special education teachers and a full-time classroom aide serving 30 special education

students. Again, both teachers are assigned to the same classroom. Total student population at Many Farms is 439 students in grades kindergarten through sixth grade.

Chinle Junior High

The junior high school serves 446 students in grades seven and eight. Special education services are provided by two resource rooms and one self-contained program for seriously emotionally disturbed students. Each of these teachers has a classroom and apparently, some remodeling has taken place to provide for the special needs of the students. Space for small group work, individual work, and conferences is evident; such space is missing from the elementary sites.

Chinle High School

Chinle High School serves a total of 967 students in ninth through twelfth grades. The high school special education program is housed in a portable building. The building contains two classrooms which are connected with an adjoining door. The teachers had just begun to move into this building so it was not apparent how the space would be used. These classrooms are carpeted. The two special education teachers have somewhat departmentalized the program with one teacher teaching reading and language arts while the other is teaching social studies and math. Most students attend the program from one to three periods; however, two or three spend most of their day in the special education classrooms. The high school teachers confirmed that those students who enter high school in a special education program will probably remain in special education their entire high school career. They also reported that after graduation most of their students have little hope of obtaining

employment, and usually just go home where they remain dependent upon their families or the State. There are no special education prevocational or vocational programs.

Support services include a speech pathologist and an occupational therapist. Because they travel from school to school, most of their materials are carried with them. There is no designated space for them to work; they use whatever space they can find for the most part. They provide services based on students' Individual Educational Programs. They also conduct the speech and occupational therapy evaluations for the district. Most of these services appear to be directed at the elementary population. The secondary special education teachers report that their students rarely, if ever, receive speech or occupational therapy on a regular basis. Some students not placed in any other special education program may receive these as primary services.

Psychological services are obtained through the Indian Health Services. Group and individual counseling are available. A recommendation for psychological services should be made by the school psychologist at the time of diagnosis. The Indian Health Service, in conjunction with the special education department, is currently planning a parenting class for the parents of exceptional children. It is not clear for which, if any, of these services non-Indians would qualify.

The Child Advocates were the support personnel uniformly praised and highly valued by all teachers interviewed. With parents who live great distances from the schools and many whose primary language is Navajo, the Advocates' main functions are very similar to those provided by social workers in other states. The Advocates are uncertified, paraprofessionals who maintain a vital link between the parents and the schools as well as

coordinate and provide transportation to and from any special program required by the students but not provided at the home school. They attend and sometimes chair the multidisciplinary staffings.

Chinle Valley School, a residential school for the severely and profoundly handicapped, provides contracted service to school age children who need a more extensive program including more support services than would be available in the public schools. The students receiving these services range in handicapping conditions from trainable mentally handicapped to profoundly multiple handicapped. At this time, five Chinle students are served on a full-time basis at the school, and one student receives half-time service in the Valley School and half-time in the special education program at Chinle Elementary School.

PROGRAM AND FACILITY - NEEDS INDENTIFIED

1. Add a classroom at each of the elementary schools to provide for existing programs. The facilities in the elementary schools are inadequate to provide appropriate services. While it is noteworthy that in all but the high school the special education classrooms were located inside the main building and not isolated from the regular program; having two programs in one classroom places a hardship on both students and teachers. The variety of subjects and levels which may need to be addressed during a single period as well as the high distractibility of many special education students makes provision of a classroom per special education teacher a high priority.
2. Add space for conferences, therapy, and storage at all sites. The junior high was the only site where an easily accessible room was available for testing, conferencing, or therapy. In the other sites these activities are

conducted in hallways, corners of classrooms, or in whatever space can be found. All classrooms should have easy access to at least one multipurpose space.

3. Add new programs. Planning should take into consideration the rapid growth in special education. There are already pressing needs for additional programs which translate into additional facility needs:

   a) Two teachers to serve the 72 gifted students recently identified.

   b) An additional speech pathologist to provide adequate service to the current overload of students requiring speech and/or language therapy.

   c) Additional self-contained programs to deal with the lower functioning educable and trainable mentally handicapped students who need more supervision than is available from the resource-room teachers, but who could function on a regular school campus with this additional support.

   d) Two teachers to provide developmental classes for the three to five year olds identified in a districtwide screening this past year.

4. Add facility for prevocational skills training. The high school special education program should include space for prevocational assessment and work stations appropriate for a prevocational program. One of the high school teachers has college coursework in vocational rehabilitation and would be an excellent person to develop such a program. It would be advisable to conduct an assessment of the community in terms of what types of employment are available to youth and what skills are necessary to become employable.

5. Broaden representation at the multidisciplinary staffings. All persons involved in the assessment and diagnosis of a student should be present at the initial placement multidisciplinary staffing. The receiving teacher should also, always be present. No student should change from one school to another, i.e., elementary to junior high or junior high to high school, without a multidisciplinary staffing involving the sending and receiving teacher and all

support personnel who will be involved in the student's program. If a speech or occupational therapy assessment is completed and service is recommended, a multidisciplinary staffing should be held to make sure these goals are articulated and integrated throughout the student's program. For staffings on students qualifying as emotionally disturbed, a representative from Indian Health Services should be present. The multidisciplinary staffing should be an opportunity for everyone involved with the student to get a total picture of the student's program, share goals, and integrate all components.

6. Develop parenting and family living curriculum for high school students. Child abuse has been identified as a serious problem, yet the only alternative for students who become pregnant before graduating from high school is homebound. Homebound instruction would address the academic requirements for graduation but does not provide curriculum in parenting skills. Parenting skills should be incorporated as a part of the high school special education curriculum when appropriate. This leads to the next recommendation.

7. Add special education home living, shop, and prevocational skills training facilities in the high school. An assessment needs to be made of what skills, other than academic, could be taught in high school that will be most important for the special education student's survival upon leaving high school. Curriculum should be developed to include prevocational, vocational, parenting, and self-help skills training for special education students. There is a great deal of pressure (and rightly so) at the high school level to maintain the academic integrity of special education classes. However, for some students this does not provide the most appropriate program. Students who have been making the same one or two years' academic gain each school year and then falling back during the summer year after year without demonstrating

much "real" gain may need to be provided with some practical coursework by the time they are juniors or seniors. Vocational, parenting, and self-help skills are vital to these students in order to develop some measure of independence and responsibility within their families. A classroom should be provided, at the high school, which might be divided into a mini-home economics room, a mini-shop, and a prevocational skills development center.

8. Relocate and expand district special education office space. The Director of Special Education, four Child Advocates, a speech pathologist, an occupational therapist, and a secretary all share a space which would be crowded with half that number of occupants. Offices are shared and conference and storage space is nonexistent. For planning purposes these offices should be incorporated into a regular building with appropriate office, conference, and storage space.

9. Alternative programs. The high school teachers stressed the need for alternative programs for students who do not qualify for special education services, but are unable to function in the regular program.

SECTION 4

ELEMENTARY EDUCATION

ELEMENTARY EDUCATION

Four elementary schools were visited: Chinle Elementary (4-6), Chinle Primary (K-3), Many Farms Elementary (K-6), and Tsaile Elementary (K-8). All four principals were interviewed, and some, but not all, teachers were interviewed in all schools. The interviews concentrated on curriculum, programs, and facilities.

Positive aspects of programs were mentioned by teachers and principals. The low pupil-teacher ratio in most classes was felt to be positive. Teachers said that they could give general instructions to all students, then be able to give individual help to students needing it. All interviewees said that the best thing about working in Chinle was the students. They believed that boys and girls want to learn, are respectful of authority, and are willing to take direction.

Negative factors could be said to be in two categories. The first relates to the state of disrepair and lack of adequacy of space in the physical facilities--buildings, individual classrooms, equipment, and supplies--and their impact on the instructional program. The second relates to human relations. This factor first of all to the high turnover of administrators and teachers which has led to a lack of instructional leadership. There is a general feeling of uneasiness and lack of trust. The human relations factor is also involved as far as dealing with the Navajo culture is concerned.

Frustration with the difficulty of dealing with instruction for children who are obviously thinking in Navajo while trying to function in English was often expressed. A lack of knowledge and understanding of Navajo customs and language was apparent among some non-Navajos who were interviewed. Navajo educators and non-Navajo educators alike all expressed a concern that parents seemed to feel that "education is the job of the school." They felt that parents need to be helped to understand the importance of education to help

their children survive in the majority society; the need to work with children at home to help them succeed; and to understand what the school is trying to do.

These factors have resulted in teachers and administrators who are obviously functioning at the "survival" level. Survival-level educators ask themselves:

> Can I get through the day in one piece?
> Where do I stand?
> What are pupils like?
> How adequate am I?

Research has shown that effective educators focus more on concerns about pupils, new ideas for instruction, and reflective analysis of teaching. The question:

> Are students really learning what is being taught?
> Are pupils learning what they need?
> How can I improve myself as an educator?

How can educators at Chinle move from working at "survival level" to become "effective educators"? Recommendations are presented within the framework of characteristics of effective schools:

1. Provide a safe and orderly . . . environment	Remodeling or replacement of the existing elementary structures is needed at Chinle Elementary and Many Farms Elementary. Adequate space within classrooms is needed to provide room for small group instruction, for learning centers, and for large group instruction. More classrooms are needed as well, including one for special education. Without a safe and orderly environment, instruction cannot be

effective. Positive discipline policies involving teachers, administrators, and parents should also be a part of a safe orderly environment.

2. Provide a clear school mission . . . . . Strong administrative leadership at the district level is needed to provide a clear school mission. District Philosophy, goals, and objectives are needed to provide direction for programs, curricular, and instruction.

3. Promote instructional leadership . . . . . with the establishment of a clear school mission, instructional leadership will have a stronger base from which to operate. It is recommended that principals involve teachers more in instructional leadership. "School improvement teams" (SITs) can be formed, with grade level representatives and principals, to work on instructional improvements. District teams of teachers and administrators can build on work of SITs.

4. Have high expectations . . . . . Teachers, administrators, and parents need to be guided to raise their expectations for student performance. Low expectations lead to low performance. High expectations lead to

5.	Maximize opportunity to learn and keep student time on task	. . high performance. Navajo students at Chinle would benefit from high expectations. Attention should be given to the consolidation of pull-out programs, or to their integration within the regular instructional programs. Disruptions due to office announcements, schedule changes, late arrivals, etc., should be minimized. Opportunity to learn means maximum time for instruction, and less time for changing classes, etc.
6.	Monitor of student progress frequently	. . Quarterly administration of the basic skills tests should be supplemented by individual classroom teachers. Teacher-made tests would measure student progress in the student's own classroom program.
7.	Develop stronger home-school relations	. . Parent education should become a top priority for the Chinle district. Parents need to be educated about the importance of parents working with children in the home: reading aloud; helping with homework; playing educational games; and being good language models in English and Navajo. Parents also need to be instructed about

	the schools' goals and curriculum. They specifically should recieve clear explanations about the meaning of report cards. They should be helped to understand the importance of regular attendance to ensure good student performance.
8. Expand and improve multi-cultural education	Education for students, teachers, administrators, and parents should recognize the unique opportunities of the Chinle community. Navajo students should be given the opportunity to learn more about, and to feel pride in the Navajo culture. They should also gain skills and competencies to enable them to succeed in the majority society. Also, faculty and administrators new to the Navajo culture should be given educational opportunities to sensitize and familiarize them with the Navajo culture.

* The Seven Characteristics of Effective Schools were developed by the Connecticut State Department of Education. The eighth characteristic was developed from the literature on multicultural education.

SECTION 5

JUNIOR HIGH SCHOOL EDUCATION

CURRICULUM

Chinle Junior High School (7-8) offers an academic program for approximately 450 student in grades seven and eight. There are approximately 28 certified personnel, one full-time counselor, one full-time librarian, and one principal. The classified support staff consists of 25 persons broken down as follows: five cooks, five janitors, five Chapter I aides, two Title VII aides, three special education aides, two secretaries, one attendance coordinator, one food (breakfast and lunch) program record-keeper, and one nurse (an LPN).

Chinle Junior High School offers a core curriculum consisting of English, Reading, Science, Social Studies, Math, and an elective curriculum consisting of Physical Education, Health, Home Economics, Navajo Studies, Art Chorus, Band, and Music. In addition are Chapter I and Special Education support programs.

Promotion/graduation requirements are based upon a combination credit system/proficiency determination. Students receive one credit for each nine-week section successfully completed and the following minimums are established for promotion:

English	3 credits	
Reading	3 "	
Arithmetic	3 "	
Science	3 "	
Social Studies	3 "	(To include 1 credit U.S. Constitution (7th grade), 1 credit AZ Constitution (8th grade)
Music	3 "	
Health	1 "	
Electives	4 "	

In addition, for a student to be promoted from grade eight, that student must attain at least a sixth grade competency in reading, written communicative skills, and computational skills exhibited by 75% overall mastery of the District Criterion Referenced Tests in those areas.

Generally speaking, all students are "tracked" based upon student need and each core subject is offered at four levels of instruction for both seventh and eighth graders. Additionally, an "accelerated" class is offered in areas of English, Science, Social Studies, and Math.

SCHEDULE

The junior high operates on a departmentalized, seven period, 45-minute class schedule with a 10-minute homeroom period at the beginning of each day and a one-hour lunch period. The school day runs from 8:25 a.m. to 3:20 p.m.

COCURRICULAR

Chinle Junior High School is a member in an "informal" athletic league made up of junior high schools in the surrounding region. Participating schools include junior high schools (or grades) from Chinle, Lukachukai, Tsaile, Rough Rock, Rock Point, Ganado, Window Rock, Red Mesa, and Dennehotso. The following competitive sports are available for student participation:

Season	Sport	Level
Fall	Cross Country	Boys & girls
Fall	Soccer	Coed
Fall	Volleyball	Girls (A & B squads)
Winter	Basketball	Boys & girls (A & B squads)
Winter	Wrestling	Boys
Spring	Softball	Girls
Spring	Baseball	Boys

In addition to athletic activities, various clubs and organizations are offered for student participation. These include:

Yearbook Club

Stamp Club

Running Club

Newspaper Club

"Traveling" Club

Student Council

Cheerleading

GENERAL CONCERNS OR FEATURES (Per Principal or Staff)

1. The junior high staff is in the process of reviewing and rewriting CRT's for student mastery.
2. a. Only eight students in the junior high achieved above 80th percentile on standardized tests.
   b. Fifty percent of students are at or below third grade level in reading, based on standardized test.
3. Ninety percent of students are bused.
4. Five percent of students are non-Navajo.
5. Elective courses do not differentiate course content for seventh and eight graders (i.e., no progression in skills).
6. Student attendance is poor.
7. Home visits and school community relations need to be increased and improved.
8. The Navajo Tribe has taken a strong position in favor of health education. Health education is currently a nine-week required component for both seventh and eighth graders, but based upon the 1984-85 schedule, health was taught only to seventh graders.

9. A bilingual education program needs to be incorporated in the junior high program. This could be modeled after the Rock Point Navajo literacy and research set of courses. The Navajo Studies program could be integrated into these courses.
10. The industrial arts and prevocational offerings need to be expanded.
11. Word processing needs to be offered.

After the school has employed a new principal and an assistant principal, major effort should be extended by faculty committees to work with the district curriculum director to better articulate the junior high curricular program.

FACILITY CONCERNS

1. All classrooms are fully utilized on the present seven class periods per day. Any new course offering would require elimination of an existing program or the addition of facilities. For 1985-86, a Title VII computer program will apparently eliminate a Title IV Navajo Studies program. There is the possibility of utilizing unused rooms during teacher prep periods for a "floating" program; under the existing 1984-85 schedule, there are four vacant classrooms each period of the day
2. The "annex" contains the facilities in the poorest condition.
3. Building maintenance is poor while custodial performance is "pretty good."
4. Security (lock/key situation) is a big problem.
5. The bleachers in the gym appear to be in dangerous condition.
6. Perhaps the current system of refrigerated air conditioning should be replaced with evaporative cooling due to the district being unable to service air conditioning units.
7. No laboratory facilities exist for the science program.

8. The home economics facility needs equipment, ventilation and a sewing component.
9. No woodshop program exists. (The previous woodshop program was replaced by an "art" program.)
10. The music program needs many new instruments and proper, lockable storage units. A new music suite would be very helpful.
11. The principal's office suite, nurse's area, counseling area, teacher lounge, and instructional preparation area are badly crowded and in need of expansion and improvement.
12. Much could be done to make the junior high facilities more attractive and more comfortable for both students and faculty. An improved, culturally oriented color scheme would help greatly.

SECTION 6

HIGH SCHOOL EDUCATION

HIGH SCHOOL EDUCATION

There is one public high school (9-12) in the Chinle District and there should be only one in the foreseeable future. According to a previously received letter from the U.S. Department of Education, plans for this school's improvement should be based on the current year's enrollment of 967 students. The Educational Planner believes that it should be planned for 1,150 students. This difference of perspectives will require further consideration by all concerned parties to the funding and planning of high school facilities for the Chinle Unified School District No. 24.

The present high school program and facilities are a mixture of a very confused past, a period in which high personnel turnover resulted in high student dropout and transfer out. The Educational Planner will first describe the scope and nature of the present high school situation and then attempt to project what ought to be there during the first years of its renewal.

THE SCOPE AND NATURE OF THE EXISTING HIGH SCHOOL

Curriculum Development

The academic program of Chinle High School is a traditional one. The curriculum is preceived as being dictated by the State Department of Education. The school has offered a few courses in the past in response to student or teacher interests and abilities, but they were abandoned. Academically the achievement rank of students is so low compared to those of much of the remainder of Arizona that "innovation has not been a priority."

The vocational program is a different matter. It is broad, varied, and implemented on the basis of objectives. There is considerable division between "academic" and "vocational" staffs.

There have been seven curriculum committees in the last 11 years. The course guides are seldom used, and they are not readily available. Little has come of the curriculum studies. An attempt to identify instructional objectives for each grade and each subject has been launched this spring.

The present principal has been on the job since spring, 1985. He is not returning. He identified keys, poor security, poor maintenance, and the frustration of getting anything done as his major problems. The district has such a high turnover that it has a "crisis mentality." There has been little encouragement or opportunity to dream.

There is very little cohesion among the total faculty or the departments. Meetings are rare, short, and do not seek participation of the teachers. The community is not involved and is not encouraged to get involved. Transportation and communication create difficult problems.

There is a strong feeling in the community that if there were signs of something being done to the physical plant that the latent interest and support of the community would be released. The run-down, depressing school environment, the lack of stability and continuity are seen as major impediments to the improvement of morale, enthusiasm, and achievement that is desired. The lack of continuity and stability are both a cause and effect, but their elimination will need to precede any significant change.

CURRICULAR PROGRAM (1984-85)

Although the latest set of course descriptions available for offerings at Chinle High School were developed for the 1981-82 school year, the information available indicates course titles, grades allowed to enroll, amount of credit, prerequisites, and a brief description of course content, objectives, and specific regulations.

Of the 107 specified course offerings for 1984-85, 70 are covered by course description, while 44 descriptions exist for courses not currently being offered. (It can be assumed, however, that a certain number of present courses incorporate content previously listed under a different course title.)

The following is a list by discipline of the courses offered during 1984-85. Those marked with a number sign (#) can be taken to earn 1/2 a credit; all others are taken for one credit. The letter "H" indicates an honors course. Two- and three-credit courses are so noted.

Language Arts.

English 9 (a, b, c, & H); 10 (a, b, c, & H); 11 (a, b, c, & H)
English as a Second Language I, II, III
Criterion Ref. Test Skills
Reading I & II
Speech & Drama
Composition
Advanced Composition
Literature
World Literature
Spanish I & II
French I

Mathematics.

Applied Math
Vocational Math
Intro. to Algebra
Algebra I & II
Geometry

Math I (a, b, c, & d)

Intro. to Algebra

Consumer Math

Geometry

Trigonometry

Science.

Intro. to Science

Earth Science

Biology

Advanced Biology

Chemistry

Physics

Social Studies.

Sociology

Student Government

World History

U.S. Indian History

Anthropology

Arizona History

American History

Arizona Constitution

American Government

Free Enterprise

Fine Arts.

Art I, II, III, & IV

Choir

Band (Beginning, Intermediate, and Advanced)

Silversmithing (Basic, Advanced, and Vocational)

Practical Arts.

Home Economics I & II

Woodshop I & II

Drafting

Business.

Keyboard I, II, & III

Business English

Accounting

Computer Science

Basic Photography

Entrepreneurship

Journalism

Vocational Education.

Heavy Equipment (3-credit course)

Work/Study (3-credit course)

Vocational Auto Mechanics (2-credit course)

Advanced Nursing (2-credit course)

Vocational Agriculture I, II, & III

Cosmetology

Prevocational Auto Mechanics

Basic Nursing

Health Careers

Physical Education.

Physical Education

Health

Physical Education

Health

Weights

Special Education.

Language Arts

Reading

Social Studies

Mathematics

Science

Other.

Leadership Educational Training (JROTC) I, II, III, & IV

Driver's Education

Cocurricular Program (1984-86)

Clubs and Organizations. Approximately 35 clubs and student organizations currently exist. A representative list follows:

General Focus

Annual Club	Model United Nations
Art Club	National Honor Society
Band Club	Silversmithing
Debate	Spanish Club
French Club	Science Club
Graphic Arts	Rodeo Club

Indian Club	Wildcat News (paper)
JROTC (Cadet Club)	Student Store

Student Government Focus

Various Class Groups (Class of '86, '87, etc.)	Student Council

Athletic Focus

Girls' Athletic Association	Letterman's Club
Cheerleaders	Pep Club

Vocational Focus

Auto Mechanic Club	Cosmetology Club
FFA	Heavy Equipment Club
FBLA	VICA
FHA	

There is no one person responsible (other than the principal) for overseeing or coordinating the activities or funds of these clubs and groups. All student activity accounts are handled by the central office and individual sponsors. Each deal directly with the District Business Office in depositing and spending club or activity funds.

Clubs meet in classrooms and hold activities in spaces such as the gym and the community civic center.

Athletics. The following is a list of all athletic teams sponsored by Chinle High School. Included is approximate participation and priority of the sport based upon student interest:

A. Girls' Athletics.

Season	Sport	Approx. Participation	Priority (student)
Fall	X-Country (JV & V)	20 girls	third (tie)

Season	Sport	Approx. Participation	Priority (student)
Fall	Volleyball (JV & V)	35 "	second
Winter	Basketball (JV & V)	40 "	first
Spring	Softball (JV & V)	40 "	third (tie)
Spring	Track (JV & V)	20 "	third (tie)

B. Boys' Athletics.

Season	Sport	Approx. Participation	Priority (student)
Fall	X-Country (F, JV, & V)	40 boys	second
Fall	Football (JV & V)	35 "	third (tie)
Winter	Basketball (F, JV, & V)	55 "	first
Winter	Wrestling (JV & V)	20 "	fourth
Spring	Baseball (JV & V)	35 "	third (tie)
Spring	Track (F, JV, & V)	40 "	second (tie)

While approximate participation is given, it would be noted that many students participate in two or more sports. The total student participation in athletics for 1984-85 was 157 individuals.

Chinle High School is a member of the "Class A, North" division under Arizona Interscholastic Athletic Association governance. Other schools which make up the Class A, North league are Monument Valley, Tuba City, Page, Many Farms (BIA), Red Mesa, Ganado, and Window Rock.

The athletic program at the high school, i.e., scheduling, expenditures and general activity is overseen by an athletic director who also currently fills the role of administrative assistant to the high school principal.

Additional Cocurricular Activities. A variety of special events are also incorporated into the school year which further support the overall educational program. Among these are:

Science Fair

Career Day

American Indian Week

Various social activities (e.g., Prom and Homecoming)

End-of-Year Awards Banquets

Various Travel Activities (generally by groups, clubs, etc., which have earned money during the year)

Academic Classrooms. The educational facilities in Chinle High School are spacious. Unfortunately, this potential for high quality education is unfulfilled because of the (1) haphazard location of buildings and assignment of spaces, (2) poor conditions of the walkways and drainage problems, (3) disrepair and neglect of roofs and interiors both in maintenance and custodial services, (4) lack of priority to aesthetics, (5) neglect of the support areas and supplies needed in classroom activity, and (6) unhealthful and even dangerous situations in some laboratories and shops.

The academic classrooms, while spacious, are dismal and institutional looking in most cases. They are not attractive. In Building #1 lower ceilings, vented windows, covered light fixtures, pleasing built-ins (wardrobes, file cabinets, storage), student tables and chairs, adequate display areas, bulletin boards and chalk boards, acoustical treatment and attractive paint might make a world of difference in student and teacher attitudes.

The classrooms in Buildings #2 and #5 are in better shape, but essentially need the same considerations.

Science Facilities. Laboratories are located in standard classroom areas and are generally distinguished by the presence of old black top science tables. These tables do not have utilities generally. There is no demonstration table or equipment for the teacher. The rooms lack adequate

storage for equipment, science supplies, and preparation areas. Display cases and wall boards are limited. Ventilation and the elimination of waste chemicals would appear to be a problem. Equipment is not evident

Hallways and Restrooms. The hallways and restrooms are barren, dull, and unattractive. Acoustics are bad and decoration nonexistent. The restrooms are ugly and inadequate. They would encourage loitering and vandalism. Doors are missing from the booths; paper, soap hardware, and mirrors are frequently missing and defective. As in the other areas, there is considerable space that could be redesigned to make it attractive and effective to serve needs, build pride, and be attractive.

Business Education. The typing, computer and business education rooms are located in Building #1. The rooms are large and dark. Cheap carpeting does improve the acoustics. The rooms are "barny." There is shortage of usable board space and built-ins, but the rooms are more pleasing than most. The floor vibrates.

The computers are relatively inaccessible to science, math, and related offices.

Home Economics. Home economics is located in the middle of the classroom wing of Building #1. The kitchen has only four stations but is effective and well equipped. There are no permanent areas for classroom instruction, sewing, child care, and family living. The storage and "dressing" area is set off by a low partition. There is scanty storage, display, and shelf area for home economics. Ventilation is inadequate. The facility is crowded, cluttered, and inappropriately located.

Shops. The generous space and general design of the Auto Shop and Vocational Agriculture facilities would be the envy of most school districts. With some refinishing and attention to ventilation, safety and supervision,

they could become model areas. They provide classroom spaces, storage areas, and ample space and equipment for class activities. The horticulteral building could be reactivated to considerable advantage. (The end of the year appearance, however, was one of mud, disorganization, and neglect.) Student projects include performing work for the community.

The heavy equipment class meets appropriately in a separate building near the Auto Shop. This is an outstanding program and is reasonably well integrated with basic academic courses. Welding is taught in this program.

Cosmetology. The laboratory for cosmetology is a large space that has been adapted for the purpose. As a result, it is a make-do arrangement at best, but with some ingenuity it is adequate to the need. It certainly limits, however, the learning opportunity that the teacher is able to provide.

Art. The art room roof leaks and is flooded from time to time by poor drainage. It is a dark, cluttered, poorly arranged facility that would be difficult to supervise, and in which it would be virtually impossible to inspire a creative art program. Storage, display and equipment are severely limited.

Music. The band and choir room is a late addition. The band room is quite light and airy. Also, it is staired for band members. There is convenient instrument storage. The office is off the separate choir areas.

Silversmithing. The double hogan building was originally designed for cultural studies. It is appropriately designed for this purpose. It is poorly suited for a class involving many students, torches, etc. It is an inadequate facility for this need--light, ventilation, safety, adequacy of storage, display, and equipment are evident.

Woodworking. The wood shop is quite large, but it presents special problems for supervision. The facility is poorly ventilated and the lighting inadequate. The appearance and equipment suggests more the traditional woodshop as opposed to a vocational facility.

Drafting. The drafting room is small and adjacent to the woodshop which is convenient. It is well lit and one of the more pleasing areas. Still, it is crowded and lacks the most up-to-date equipment.

ROTC The ROTC is a popular and effective program crowded inappropriately in between the auto and woodshop areas. With some ingenuity the storage of uniforms and equipment in a crowded, unsafe building is accomplished. The floor accesses to a marching area and firing range. Lack of restrooms limit the program.

Physical Education. The physical education facilities are considerable but perhaps the most depressed in the school. Poorly lit, bad roof, and difficult to supervise, the facility shows lack of care.

Facilities utilized in the high school athletic program consist of a football field/track area and baseball fields located on the school grounds, a girls' gymnasium located in the high school's main building which also serves as cafeteria and general all-purpose room, a boys' gym located in Building #4, and lease-arranged use of the community facility for both interscholastic basketball, regular instructional physical education, driver education, and exhibits and assemblies; playfields are also used. The community center is located just south of the high school grounds.

Grounds. The grounds are cluttered with structures providing many indoor and outdoor areas which are difficult to supervise. Walkways are broken, muddy, or nonexistent. There is no suitable place for students to congregate. Roads are not paved, and are very muddy in wet weather. Play fields are minimally developed.

Chinle High School Media/Library Center. The Chinle High School Media/Library Center presently occupies a 40' x 60' prefabricated building located just east of the main high school building. This room houses

approximately 13,000 hard bound titles, a substantial number of paperback books, and the reference materials currently on hand. In addition to this area is an adjacent building approximately 20' x 60', half of which serves as the storage area for AV equipment, multimedia resources, and a teacher workroom while the other half serves as an AV viewing room.

The library area proper can be reserved by an entire class or more normally, four to five students can be sent from various classes to work on reports and class projects. The present facility will accommodate 40-50 students at one time and is generally arranged with shelves lining the walls with study tables in the center of the room.

The AV viewing room is reserved by classes and houses a variety of AV equipment (VCR, projectors, etc.) on a permanent basis. The remaining AV equipment is handled on a check-out system for classroom use. Security of the AV equipment is recognized as a problem and several thefts have occurred.

The 1984-85 library budget was estimated at approximately $10/student which is felt to be inadequate given the rising costs of books and periodicals and also considering that AV resources (filmstrips, records, films, tapes, etc.) must also come from this amount. It is reported that while oak shelving has been ordered for 1985-86, there has been little to no capital outlay monies appropriated for library or AV equipment. What purchases that have been made appear to have come from various grant monies.

At present, there is no community use of the library facilities but such a need exists and is recognized as a possibility. There is presently a full-time librarian and a library aide who handle the library/media operation.

It is recognized that additional equipment is needed and concerns expressed centered on the need for VCR equipment and perhaps a school tie-into cable TV. Along with such a need, however, goes the increased need to safeguard any equipment maintained.

Nurses Aide Training. This is another good vocational training program. It is housed in the temporary building which is also used by counseling. The three rooms used for nurses aide training are fairly well equipped and layout for instructional use. The students perform a valuable part of their training activities in the local hospital, a chronic care facility and the Valley School serving special education children.

It appears that a dental program for aides, assistants, or hygienists might be another good vocational program for Chinle High School.

Administrative Facilities. The high school's administration is located in four separate locations of the plant. The principal, his administrative assistant and three classified office personnel are located in three badly overcrowded rooms. Just across the hall is the student health operation. It is located in what used to be a gym locker room. The area is adequate in size, but poorly laid out. (The nurse's position has been vacant for five months, so a nurse assistant has been conducting services. Student aides assist her.) The attendance office is down the hall about 50' from both the nurse's office and the principal's suite. The attendance office also doubles as a supply storage room.

There is no teachers' workroom. The teachers' lounge is too small and overcrowded. A smokers' section is needed in the lounge.

Counseling facilities are adequately sized for the ongoing program, but located in a temporary building several hundred feet from the principal's office. The area contains:

Reception area

Registrar's office

Testing office

Counseling offices (3)

Career center

Restroom

Storage (small)

It is staffed with:

Three full-time counselors

One Registrar/Secretary

The counselors feel that their facilities are quite adequate; however, they do believe one more counselor and an additional secretary are needed to service the students' needs completely.

None of these four administrative-related facilities is very adequately housed. They are not in attractive, efficiently organized, or equipped environments. These separated locations create communication problems and slow down the exchange of records and the use of files.

General Features.

1. Security and vandalism are continuous problems at the high school; securing buildings and storage is a must.
2. Building arrangements greatly complicate supervisory performance; ditto for communication with faculty and staff.
3. Maintenance, custodial facilities, and performance are minimal.
4. The school has been operating with a "survival" attitude implying that few employees or students have had much pride in the plant, personnel, or program.

WHAT SHOULD BE

The previous portion of this section contained a summary of information concerning the existing Chinle High School.

This final section of the report, in recognition of the need to take action immediately to rectify the high school situation existing at Chinle, projects the programs, personnel, and facility which should become the

features of a new Chinle High School. The proposal is presented with two options, i.e., centering the solution on the present high school enrollment and on the Consultant's projected five year enrollment. (See Tables 6, 7, and 9.)

TABLE 6

CHINLE HIGH SCHOOL: GRADES 9-12; ENROLLMENT 975

CURRICULUM SUBJECTS: NUMBER OF TEACHING AND STUDENT STATIONS

COURSES/FACILITIES	Option 1 Enrollment: 975 REQUIRED # OF TEACHING STATIONS (CLASSROOMS, ETC.)	# OF STUDENT STATIONS	# OF CLASS SECTIONS/ DAY @ 5 PERIODS/DAY	CAPACITY: STUDENT/ DAY
A. English (English, reading, literature, language workshops, etc.)	10	25	50	1250
B. Modern Languages	2	25	10	250
C. Social Sciences				
History	2	25	10	250
Government	2	25	10	250
S.W. Ind/Navajo History				
World History, etc.	3	25	15	375
Student Materials Preparation Laboratory	--	15	--	75
D. Mathematics	5	25	25	625
Laboratory	--	15	--	75
Computer Room	--	15	--	75
E. Science				
General Science	2	24	10	240
Earth Science	1	24	5	120
Biology	1	24	5	120
Chemistry/Physics	1	24	5	120
Astronomy	1	15	5	75
Planetarium	--	30	--	150
F. Business & Distributive Education				
Accounting/Shorthand	1	25	5	125
Typing/Word Processing	3	25	10	2[illegible]
General Business	1	25	5	125
Student Bank Store	--	10	--	50
G. Special Education	3	15	15	225
H. Health, Physical Education & Recreation				
Health	1	30	5	150

TABLE 6 (Continued)

	COURSES/FACILITIES	Option 1 Enrollment: 975 REQUIRED # OF TEACHING STATIONS (CLASSROOMS, ETC.)	# OF STUDENT STATIONS	# OF CLASS SECTIONS/ DAY @ 5 PERIODS/DAY	CAPACITY: STUDENT/ DAY
	Health (continued)				
	Auxiliary Gym & Corrective P.E.	1	25	5	125
	Court Area, Main Gym (Gen. P.E.)	2	60	10	600
	Swimming Pool	1	30	5	150
I.	Art and Silversmithing	2	24	10	240
J.	Music				
	Classroom (choral, piano, guitar)	1	40	5	200
	Practice Rooms-Choral	--	4	--	20
	Classroom/Instrumental	1	100	5	500
	Practice Rooms (Instrumental	2	5	10	50
K.	Vocational/Industrial Education				
	Welding	1	24	5	120
	Elect./Small Eng. Rep.	1	24	5	120
	Woodshop/Drafting	1	24	5	120
	Cosmotology	1	16	5	80
	Heavy Equipment	1	24	5	120
	Auto Mechanics	1	24	5	120
	Vocational Agriculture	1	24	5	120
	Nursing Aide Program	1	20	5	100
L.	Home Economics				
	Multi-use laboratory including clothing food and grooming	2	24	10	240
	Child Care Nursery	--	15	--	75
M.	Diversified Coop. Educ.	--	--	--	20
N.	Student Activity/Extra-Curricular				
	(includes Publications and Photography	1	25	5	125
	Club room (6)	--	--	--	---
O.	J.R.O.T.C.	2	30	10	300

TABLE 7

CHINLE HIGH SCHOOL: GRADES 9-12; ENROLLMENT 1,150

CURRICULUM SUBJECTS: NUMBER OF TEACHING AND STUDENT STATIONS

COURSES/FACILITIES	Option 2 Enrollment: 1,150 REQUIRED # OF TEACHING STATIONS (CLASSROOMS, ETC.)	# OF STUDENT STATIONS	# OF CLASS SECTIONS/ DAY @ 5 PERIODS/DAY	CAPACITY: STUDENT/ DAY
A. English (English, reading, literature, language workshops, etc.)	10	25	50	1250
B. Modern Languages	2	25	10	250
C. Social Sciences				
History	3	25	15	375
Government	2	25	15	375
S.W. Ind/Navajo History				
World History, etc.	3	25	15	375
Student Materials Preparation Laboratory	1	15	5	75
D. Mathematics	6	25	30	750
Laboratory	--	15	--	75
Computer Room	1	15	5	75
E. Science				
General Science	2	24	10	240
Earth Science	1	24	10	240
Biology	1	24	10	240
Chemistry/Physics	1	24	5	120
Astronomy	1	15	5	75
Planetarium	--	30	--	150
F. Business & Distributive Education				
Accounting/Shorthand	1	25	5	125
Typing/Word Processing	3	25	10	250
General Business	1	30	5	150
Student Bank Store	--	10	--	50
G. Special Education	3	15	15	225
H. Health, Physical Education & Recreation				
Health	2	30	30	300

TABLE 7 (Continued)

	COURSES/FACILITIES	Option 2 Enrollment: 1,150 REQUIRED # OF TEACHING STATIONS (CLASSROOMS, ETC.)	# OF STUDENT STATIONS	# OF CLASS SECTIONS/ DAY @ 5 PERIODS/DAY	CAPACITY: STUDENT/ DAY
	Health (continued)				
	Auxiliary Gym & Corrective P.E.	2	25	10	250
	Court Area, Main Gym (Gen. P.E.)	2	60	10	600
	Swimming Pool	1	30	5	150
I.	Art and Silversmithing	2	25	10	250
J.	Music				
	Classroom (choral, piano, guitar)	1	40	5	200
	Practice Rooms-Choral	--	4	--	20
	Classroom/Instrumental	1	100	5	500
	Practice Rooms (Instrumental	3	5	15	75
K.	Vocational/Industrial Education				
	Welding	1	24	5	120
	Elect./Small Eng. Rep.	1	24	5	120
	Woodshop/Drafting	1	24	5	120
	Cosmotology	1	24	5	120
	Heavy Equipment	1	24	5	120
	Auto Mechanics	2	24	10	240
	Vocational Agriculture	1	24	5	120
	Nursing	1	20	5	100
L.	Home Economics				
	Multi-use Laboratory including clothing food and grooming	2	24	10	240
	Child Care Nursery	--	15	--	75
M.	Diversified Coop. Educ.	--	--	--	25
N.	Student Activity/Extra-Curricular				
	(includes Publications and Photography	1	25	5	125
	Club room (6)	--	--	--	---
O.	Driver Ecucation Classroom	1	15	5	75

TABLE 8

CHINLE HIGH SCHOOL

A COMPARISON OF CURRENT AND OPTIONAL STAFFING

NEEDS AT 975 and 1150 ENROLLMENT COUNTS
(excluding aides)

	STAFFING OPTIONS		
	CURRENT	OPTION 1: 975 ENROLLMENT	OPTION 2: 1150 ENROLLMENT
SENIOR HIGH SCHOOL			
Administration			
Principal	1	1	1
Asst. Principal	0	1	1
Administrative Asst.	1	0	0
Secretary	1	1	2
Receptionist/Clerk	2	2	2
Bookstore	0	0	0.5
Security Officer	0	0	0
Student Activities Dir.	0	0.25	0.25
Athletic Director	1	1	1
Attendance Office			
Attendance Officer	1	1	2
Clerk/Typist	1	1	1
Health Office			
Nurse	0	1	1
Nurse Assistant	1	1	1
Counseling Office			
Head Counselor	1	1	1
Counselor	2	2	2
Secretary	1	1	1
Registrar	1	1	1
Counselor Trainee	0	1	1
Clerk Typist	0	0	1
Instructional Staff			
English Department	9	9	10
Modern Languages	2	2	2
Social Sciences	6	7	7
Mathematics	6	6	6
Science	6	6	6
Business & Distributive Ed.	4	5	5

TABLE 8 (Continued)

	STAFFING OPTIONS		
	CURRENT	OPTION 1: (975 ENROLLMENT)	OPTION 2: (1150 ENROLLMENT)
Special Education	2	2	3
Health, Physical Educ. & Drivers Educ.	6	6	7
Art & Silversmithing	2	2	2
Music	1	1	1
Vocational/Industrial Education	9	9	10
Speech/Drama/Journalism	1	1	1
Home Economics	1	1	1.5
Librarian	1	1.5	1.5
J.R.O.T.C.	2	2	2
Total Personnel*	71	77.75	85.75

*Excluding aides, custodial, security, maintenance, and food service.

TABLE 9

CHINLE HIGH SCHOOL

ESTIMATED LONG-RANGE FACILITY NEEDS

	NO. OF UNITS @975	NO. OF UNITS @1150	UNIT AREA (SQ. FT.)	TOTAL AREA @975	TOTAL AREA @1150
RESOURCE CENTER					
Library					
General reading area to seat 64	1	1	1920	1920	1920
Informal reading area to seat 20	1	1	667	667	667
Individual carrels for 60	1	1	2100	2100	2100
Shelving for 2,500 volumes	1	1	320	320	320
Librarian's office	1	1	130	130	130
Librarian's workroom and storage	1	1	400	400	400
Periodical room	1	1	300	300	300
Reference area--incorporate in reading area	1	1	--	--	--
Reference Librarian's office	1	1	100	100	100
Seminar rooms	1	1	250	250	250
Small group rooms for listening and typing	2	2	150	300	300
Circulation desk and reserve collections	1	1	250	250	250
Display area	NA	NA	200	200	200
Storage for film strips and records	1	1	100	100	100
Equipment storage/repair	1	1	200	200	200
Total Library				7237 5500	7237
Teachers' Work Center					
Teachers' Lounge	1	1	500	500	500
Departmental offices	10	10	100	1000	1000
General work area	1	1	400	400	400
Professional library (in teachers' lounge)	1	1	--	--	--
Toilets	2	2	85	170	170
Total Teacher Work Center				2070	2070
Lecture Room, Large Group					
To seat 120	1	1	1800	1800	1800
Preparation room	1	1	200	200	200
Total Lecture Room				2000	2000

TABLE 9 (continued)

	NO. OF UNITS @975	NO. OF UNITS @1150	UNIT AREA (SQ. FT.)	TOTAL AREA @975	TOTAL AREA @1150
Audiovisual Production Center					
Television studio and related areas	1	1	3000	3000	3000
Total Audiovisual Production Center				3000	3000
General Use Teaching Stations					
English classrooms (incl. Speech/Drama/Journ.)	10	10	800	8000	8000
Social Studies, history, government(s) classrooms	6	6	800	4800	4800
Seminar room (social studies)	1	1	250	250	250
Language classrooms	2	2	800	1600	1600
Mathematics classrooms	6	6	800	4800	4800
Math laboratory incl. computer	1	1	400	400	400
Total General Use Teaching Stations				19850	19850
Science Center					
Biology laboratories	1	1	1200	1200	1200
Spaces located between pairs of labaoratories					
Preparation rooms and offices	1	1	200	200	200
Stockrooms	1	1	200	200	200
Growing area, climate controlled	1	1	200	200	200
Animal rooms, climate controlled	1	1	100	100	100
Student project areas	1	1	200	200	200
Total Biology				2100	2100
Chemistry/physics laboratory	1	1	1200	1200	1200
Preparation room and office	1	1	200	200	200
Stockroom	1	1	200	200	200
Student project area and shop	1	1	300	300	300
Total Chemistry/physics				1900	1900
General science/earth science					
Astronomy classroom	1	1	600	600	600
General science/earth science classroom	3	3	1200	3600	3600
Preparation room and office	1	1	200	200	200
Stockroom	1	1	200	200	200
Student project area	1	1	300	300	300
Balance shelf	1	1	50	50	50
Total General Science/Earth Science				4950	4950

TABLE 9 (continued)

	NO. OF UNITS @975	NO. OF UNITS @1150	UNIT AREA (SQ. FT.)	TOTAL AREA @975	TOTAL AREA @1150
Business Education					
Office practice and business machine classroom	0	0	1400	0	0
Typing rooms & word processing	3	3	900	2700	2700
Distributive education	0	0	1200	0	0
General business classroom	1	1	800	800	800
Student bank	1	1	400	400	400
Storage room	1	1	200	200	200
Accounting, bookkeeping, shorthand classroom	1	1	1200	1200	1200
Total Business Education				5300	5300
ART CENTER					
Auditorium					
Seating area	1	1	8800	8800	10,000
Thrust stage and orchestra area	1	1	800	800	800
Stage	1	1	2800	2800	2800
Stagecraft room	1	1	800	800	800
Control booth	1	1	300	300	300
Dressing rooms (use also for music practice)	2	2	150	300	300
Total Auditorium				13,800	15,000
Music					
Band and choral room	1	1	2350	2350	2350
Orchestra and choral room	1	0	1750	0	1750
Practice rooms	4	2	100	100	100
Office-library	1	1	450	450	450
Storage for uniforms, choir robes, and instruments in wall, instrument repair room	1	1	800	800	800
Total Music				3700	5450
Art					
Art room	1	1	1350	1350	1350
Silversmithing room	1	1	1350	1350	1350
Supply room and office	1	1	250	250	250
Total Art				2950	2950

TABLE 9 (continued)

	NO. OF UNITS @975	NO. OF UNITS @1150	UNIT AREA (SQ. FT.)	TOTAL AREA @975	TOTAL AREA @1150
Home Economics					
All-purpose laboratories with lecture area between	1	1	1200	1200	1200
Storage room and office	1	1	200	200	200
Child care	1	1	1000	1000	1000
Total Home Economics				2400	2400
Industrial Arts/Vocational					
Agriculture	1	1	2800	2800	2800
Wood shop/drafting	2	2	2000	4000	4000
Nursing Education	1	1	1200	1200	1200
Welding w/storage	1	1	1800	1800	1800
Heavy Equipment Repair	1	1	2800	2800	2800
Electricity and Small Engine Repair	1	1	1800	1800	1800
Project and materials storage	1	1	200	200	200
Cosmotology	1	1	1800	1800	1800
Departmental office	1	1	300	300	300
Planning room between wood and metals shop	1	--	400	400	400
Vehicular (automotive)	1	1	7800	7800	7800
Total Industrial Arts/Vocational				24,900	24,900
Special Education					
Classroom (incl. storage)	3	3	600	1800	1800
Total Special Education				1800	1800
Physical Education					
Boys' gymnasium, with folding partition-- seating 1700 (100 by 110 feet)	1	1	11,000	11,000	11,000
Auxiliary gym	1	2	3000	3000	6000
Corrective room, together with wrestling and weight training (40 by 60 feet) with folding partition to separate (40 by 40 feet) and (20 by 40 feet)	1	1	2400	2400	2400
Health classroom	1	1	1000	1000	1000
Swimming pool	1	1	9600	9600	9600
Spectator gallery	1	1	1000	1000	1000
Instructor's office	1	1	100	100	100
Pool storage	1	1	150	150	150
Boys' locker room	1	1	3000	3000	3000

TABLE 9 (continued)

	NO. OF UNITS @975	NO. OF UNITS @1150	UNIT AREA (SQ. FT.)	TOTAL AREA @975	TOTAL AREA @1150
Physical Education (continued)					
Boys' team rooms	2	2	850	1700	1700
Uniform drying room (off team rooms)	1	1	400	400	400
Boys' instructors' office	1	1	300	300	300
Boys' instructors' dressing room	1	1	200	200	200
Storage for uniforms and equipment (boys)	1	1	800	800	800
Toilet facilities (boys-2; girls-2; staff-2 visitors-2; officials-2)	10	10	180	1800	1800
Girls' locker room	1	1	3000	3000	3000
Girls' team room	2	2	850	1700	1700
Girls' instructors' office	1	1	300	300	300
Girls' instructors' dressing room	1	1	200	200	200
Towel rooms (boys & girls)	2	2	50	100	100
First aid room (boys & girls)	1	1	100	100	100
Storage for uniforms and equipment (girls)	1	1	400	400	400
Physical education director's office	1	1	200	200	200
Officials' dressing room - 18 lockers and showers	1	1	300	300	300
Gymnasium storage - 1 for each gymnasium	3	3	400	1200	1200
Laundry room	1	1	600	600	600
Total Physical Education				44,550 20,376	47,550
Food Service					
Seating for 500 at small tables	1	1	6000	6000	6700
Faculty dining room	1	1	1200	1200	1300
Kitchen and service area:					
Kitchen	1	1	1800	1800	1800
Service lines	4	4	250	1000	1000
Dry storage	1	1	300	300	300
Dishwashing	1	1	500	500	500
Walk-in refrigerator	1	1	150	150	150
Walk-in freezer	1	1	150	150	150
Dressing room	1	1	80	80	80
Office	1	1	125	125	125
Garbage	1	1	100	100	100
Total Food Service				11,405 [illegible]	12,205
HIGH SCHOOL ADMINISTRATION					
General Office					
Waiting room	1	1	300	300	300
Clerical area	1	1	600	600	600

TABLE 9 (continued)

	NO. OF UNITS @975	NO. OF UNITS @1150	UNIT AREA (SQ. FT.)	TOTAL AREA @975	TOTAL AREA @1150
Administration (continued)					
Principal's office	1	1	250	250	250
Assistant's office	1	1	150	150	150
Record room - fireproof vault	1	1	150	150	150
Memeograph room/Workroom	1	1	200	200	200
Storage room (incl. textbook storage	1	1	600	600	600
Dean of Students	1	1	150	150	150
Conference room	1	1	200	200	200
Total High School Administration				2600	2600
				3500	
				1	
Health Suite					
Health office	1	1	150	150	150
Examination room	2	2	100	200	200
Sick rooms and toilets	2	2	100	200	200
Waiting room	1	1	100	100	100
Storage closet	1	1	50	50	50
Total Health Suite				700	700
Counseling					
Psychologist/Psychometrist	2	2	200	200	200
Guidance counselors' offices/counselor trainee	4	4	120	480	480
Secretary's office	1	1	150	150	150
Waiting room-library	1	1	300	300	300
Record room	1	1	100	100	100
Mimeograph and storage	1	1	100	100	100
Conference room	1	1	200	200	200
Storage room	1	1	100	100	100
Registrar	1	1	150	150	150
Total Counseling				1780	1780
PARENT CENTER					
Parental Organizations & school related activities					
Toilet rooms	2	2	150	300	300
Secretary/reception area	1	1	300	300	300
Offices	3	3	150	450	450
Meeting room	1	1	250	250	250
Total Parent Center				1000	1000

TABLE 9 (continued)

	NO. OF UNITS @975	NO. OF UNITS @1150	UNIT AREA (SQ. FT.)	TOTAL AREA @975	TOTAL AREA @1150
Student Commons	1	1	4000	4000	4000
Total Student Commons				4000	4000
Student Activity Center					
Clubrooms	4	4	250	1000	1000
Toilet rooms	2	2	100	200	200
Reception area	1	1	300	300	300
Total Student Center				1500	1500
General Toilet Areas					
Auditorium	2	2	151	300	300
Gymnasium	2	2	150	300	300
Central administration	2	2	85	170	170
Total General Toilet Areas				770	770
GRAND TOTAL				166,262	173,012

Circulation, toilet, mech. etc. (25%) 23,212

This proposed space allocation plan for Chinle High School contains some facility features which have been rejected in previous P.L. 815 proposed projects. These features have been included because they are very essential facilities to the accomplishment of a successful educational program in a setting such as that of the Chinle Unified School District. If local, tribal, or state funds cannot be secured to construct them, federal funds will have to be secured through a newly designed approach to the P.L. 815 program, other federal or private organizations, or the U.S. Congress.